

Information
Bulletin

English
Language
Arts

30–2

2011 – 2012 Diploma Examinations Program

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Freedom To Create. Spirit To Achieve.

AE ENG
2011

This document was written primarily for:

Students	✓
Teachers	✓ of English Language Arts 30–2
Administrators	✓
Parents	
General Public	
Others	

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Introduction

The English Language Arts 30–2 Diploma Examination is designed to reflect the *Program of Studies for Senior High School English Language Arts*, which outlines a variety of specific learning outcomes organized under five general outcomes in six language arts: listening, speaking, reading, writing, viewing, and representing. Because of the interconnected nature of the five general outcomes, both Part A and Part B of the diploma examination will assess, at least indirectly, all the general outcomes. The specific outcomes that will be assessed are indicated on the blueprints and scoring guides.

Weightings

The English Language Arts 30–2 Diploma Examination mark and the school-awarded mark each contribute 50% to the student's final mark in English Language Arts 30–2.

Release of Examination Materials

For the January 2004 diploma examination administration only, both parts of the English Language Arts 30–2 Diploma Examination were released for teacher and student use following administration. Releasing this diploma examination in its entirety was the best way to demonstrate how these examinations have been designed to support the new *Program of Studies for Senior High School English Language Arts*.

Part A: Written Response of both the January 2012 and June 2012 English Language Arts 30–2 Diploma Examinations will be released following administration; however, *Part B: Reading* will be fully secured for both the January and June administrations.

Classroom Assessment

Because many types of assessment are suited to classroom situations only, teachers should ensure that their assessment of student progress reflects the full *Program of Studies for Senior High School English Language Arts*.

Other Support Documents

A Guide for Students Preparing to Write the English Language Arts 30–2 Diploma Examination and *Examples of the Standards for Students' Writing* from recent English Language Arts 30–2 Diploma Examinations are posted on the Alberta Education website.

Blueprints

The blueprints for Part A and Part B of the English Language Arts 30–2 Diploma Examination are on pages 6 and 26 respectively.

Assessment Standards and Practices for English Language Arts 30–2

Weightings	The diploma examination mark and the school-awarded mark each constitute 50% of a student’s final mark in English Language Arts 30–2.		
Examination Format and Weightings	The English Language Arts 30–2 Diploma Examination is made up of two parts: Part A: Written Response (50%) and Part B: Reading (50%) .		
<i>Part A: Written Response</i> Assignments, Scoring Categories, and Weightings	Visual Reflection (10%) <ul style="list-style-type: none"> Ideas and Impressions 5% Presentation 5% 	Literary Exploration (25%) <ul style="list-style-type: none"> Thought and Support 10% Form and Structure 5% Matters of Choice 5% Matters of Correctness 5% 	Persuasive Writing in Context (15%) <ul style="list-style-type: none"> Thought and Support 10% Writing Skills 5%
<i>Part B: Reading</i>	<p>The <i>Part B: Reading</i> component is an assessment of students’ abilities to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone, figurative language, and rhetorical devices; understanding of the purposes and effects of writers’ choices; and appreciation of human experience and values reflected in literature will be assessed. Text types include excerpts from extended texts—novels, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays)—and shorter texts—poetry (may include songs), short stories, visual texts (including photographs, advertisements, posters, cartoons, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, technical writing). Some questions will be linked to more than one reading selection; that is, they will ask students to consider two or more readings connected by technique, context, and/or theme.</p>		
Examination Writing Time Allowed	Both the <i>Part A: Written Response</i> and <i>Part B: Reading</i> components were developed to be completed in 2 ½ hours ; however, an additional ½ hour is allowed for students to complete each component.		

Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of three assignments:

- Visual Reflection
- Literary Exploration
- Persuasive Writing in Context

Part A: Written Response allows students to demonstrate reading, thinking, and writing skills in response to these three distinct writing tasks. See pages 8 to 9, 12 to 14, and 19 to 21 for sample assignments.

Authorized References

Students writing *Part A: Written Response* are allowed to use the following print references:

- an English and/or bilingual dictionary
- a thesaurus
- an authorized writing handbook

Seven writing handbooks are authorized by Assessment Sector at this time for use during the administration of Part A:

- *A Canadian Writer's Guide* (J. Finnbogason and A. Valteau), second edition only
- *A Canadian Writer's Reference* (D. Hacker)
- *Checkmate: A Writing Reference for Canadians* (J. Buckley)
- *English Language Arts Handbook for Secondary Students* (Alberta Education)
- *Fit to Print: The Canadian Student's Guide to Essay Writing* (J. Buckley)
- *The St. Martin's Handbook for Canadians* (A. Lunsford et al.)
- *The Writing Process* (Q. Gehle et al.)

With the exception of *A Canadian Writer's Guide*, any edition of these texts is acceptable for use. Please note that only *A Canadian Writer's Guide*, *A Canadian Writer's Reference*, *English Language Arts Handbook for Secondary Students*, and *Fit to Print: The Canadian Student's Guide to Essay Writing* can be purchased from the Learning Resources Centre. *The St. Martin's Handbook for Canadians* and *The Writing Process* are out of print, but copies of these texts may be available for student use in some high schools.

Students and supervising examiners must remove any extraneous material from print references.

**Assignment I:
Visual Reflection**

This assignment requires students to read visual text(s) and then respond to the question, “What ideas and impressions does the visual text suggest to you?”

Students are required to choose a prose form that enables them to clearly communicate and effectively develop their ideas and impressions.

Value: 10% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Ideas and Impressions	5%
Presentation	5%

**Assignment II:
Literary Exploration**

This assignment directs students to read a text selection and respond to a given thematic topic. Students are required to discuss a character from a literary text studied in class.

Students should write well-supported, carefully constructed compositions. They **must** develop their responses by exploring how the experiences of the chosen character relate to their ideas regarding the assigned topic. Students **should** reflect upon their own prior knowledge and/or experience and/or the reading selection provided in the examination.

The Personal Reflection on Choice of Character(s) from Literary Text(s) provides students the opportunity to explore their reasons for choosing to discuss a particular character (or characters) in order to clarify their ideas prior to beginning the Literary Exploration Assignment.

Value: 25% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Support	10%
Form and Structure	5%
Matters of Choice	5%
Matters of Correctness	5%

**Assignment III:
Persuasive Writing in
Context**

This assignment requires students to write a letter or speech in order to persuade a given audience to accept or reject a hypothetical proposal.

As students have the choice to write either a letter or a speech in each administration, the first page for written work does not include an inside address or salutation. Students are expected to provide the introduction appropriate to their use of form.

For the 2011–2012 school year, changes have been made to the nature and layout of the source material that accompanies Assignment III. Please see the example on pages 20 and 21 of this document. These changes will allow for greater precision in the application of scoring descriptors thus more clearly differentiating student responses.

In addition, the final scoring descriptor in the Thought and Support category has been changed (see page 22). The previous descriptor made reference to awareness of audience, whereas the new one addresses effectiveness of voice.

This complex assignment tests students' skills in choosing relevant data, synthesizing information, organizing effectively, and adjusting tone and diction to fit a specific purpose, audience, and situation.

Value: 15% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Support	10%
Writing Skills	5%

Blueprint Purpose

The English Language Arts 30–2 Diploma Examinations are designed to reflect the *Program of Studies for Senior High School English Language Arts*. The blueprint on the following page outlines the design of Part A. It presents the relationship between the requirements of the writing assignment and the scoring of assignments as well as the headings and subheadings that are used to organize specific learning outcomes in the Program of Studies.

As well, the blueprint delineates the categories that will be used to report summary data to school authorities and high schools, and the percentage that each section contributes to the total examination mark.

English Language Arts 30–2 Diploma Examination Part A: Written Response Blueprint

Description of Writing Assignment	Reporting Category (Scoring Category)	Cross-Reference to Program of Studies	Proportion of Total Examination Mark	
			Reporting Category	Section
Visual Reflection The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.	Ideas and Impressions The student is required to consider the context of the visual text(s) and to provide support for ideas that explore and impressions that reflect upon the visual text(s).	2.1 2.2 2.3 4.1	5%	10%
	Presentation The student is required to select an appropriate and effective prose form—to convey impressions, to explore ideas, and to create a strong unifying effect and voice—and to communicate clearly	3.1 3.2 4.1 4.2	5%	
	Literary Exploration The student is required to respond to a thematic idea based on a literary text from a personal and a literary perspective.	2.1 2.2 2.3 3.2 4.1 4.2	10%	
	Form and Structure The student is required to develop a coherent, unified composition by choosing an appropriate method and shaping the discussion to create a unifying effect. A controlling idea may be presented either implicitly or explicitly within the composition.	2.2 3.1 4.1 4.2	5%	
	Matters of Choice The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.	4.2	5%	
	Matters of Correctness The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.	4.2	5%	
Persuasive Writing in Context The student is required to adopt and defend a position on a specific issue.	Thought and Support The student is required to identify the audience and purpose for writing and to identify which sources support the position chosen. The student is expected to form generalizations and synthesize ideas by integrating provided information with prior knowledge and to support the position that has been adopted with relevant and consistent detail.	2.1 2.2 2.3 3.1 3.2 4.1 4.2	10%	15%
	Writing Skills The student is required to communicate clearly, effectively, and correctly in writing.	4.2	5%	
Proportion of Total Examination Mark			50%	50%

Part A: Written Response Sample Assignments, Scoring Categories, and Scoring Criteria

January 2011

English Language Arts 30–2

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

- **Assignment I:
Visual Reflection**
Value 10% of total examination mark
- **Assignment II:
Literary Exploration**
Value 25% of total examination mark
- **Assignment III:
Persuasive Writing in Context**
Value 15% of total examination mark

Instructions

- Complete all **three** assignments.
- You may use the following print references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

SAMPLE ASSIGNMENT I: VISUAL REFLECTION

Suggested time: 30 to 40 minutes

In the Visual Reflection assignment, students are asked to reflect upon and support their ideas and impressions regarding a photograph, cartoon, drawing, poster, advertisement, or other visual text. More than one visual text may be presented. Students must choose a prose form that will enable them to effectively develop their ideas.



THE CANADIAN PRESS/Stephen Thorne

ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 8. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

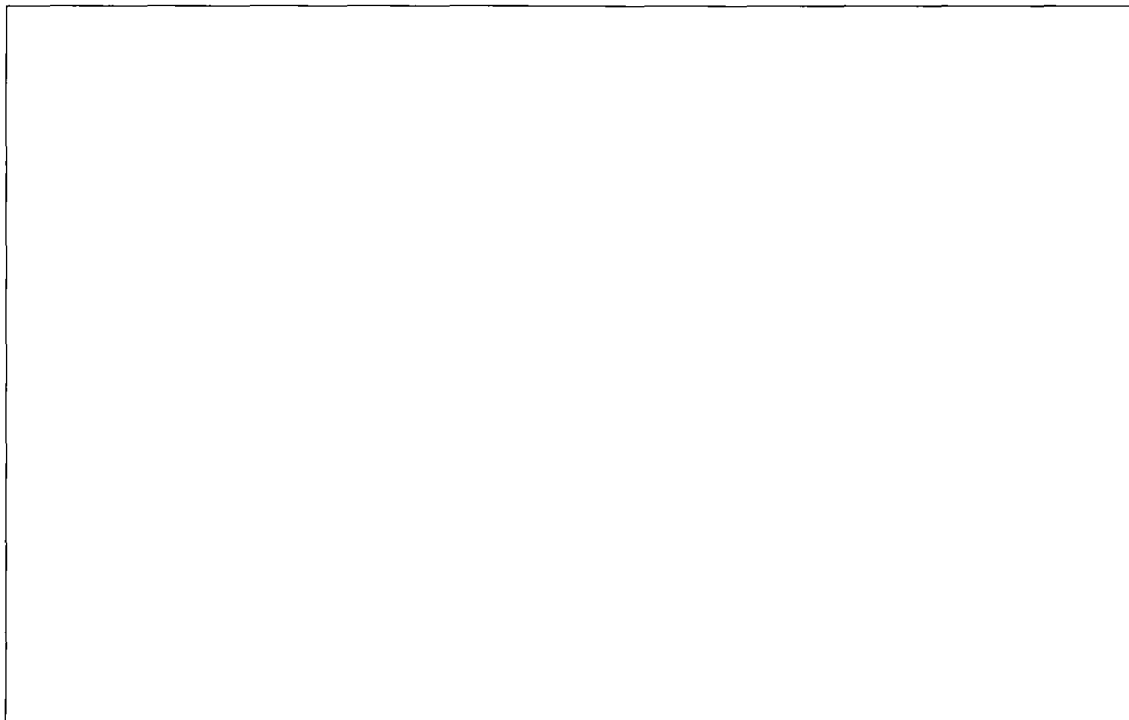
What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- consider how you can create a strong *unifying effect*

Initial Planning

A large, empty rectangular box with a thin black border, intended for students to use for initial planning of their writing response.

**Scoring Categories and
Scoring Criteria for
2011–2012**

**Assignment I:
Visual Reflection
(continued)**

Ideas and Impressions (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School
English Language Arts* 30–2, 2.1, 2.2, 2.3, 4.1

When marking **Ideas and Impressions**, the marker should consider

- the quality of the **ideas** generated by the student to explore the visual text(s) and the **impressions** that the student has formed to reflect upon the visual text(s)
- the effectiveness and consistency of the **support** provided
- the appropriateness of **development** and **unifying effect** to prose form

Excellent

E

The student's perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student's ideas and impressions. The response is skillfully developed.

Proficient

PF

The student's perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student's ideas and impressions. The response is coherently developed.

Satisfactory

S

The student's perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student's ideas and impressions. The response is generally clearly developed.

Limited

L

The student's perceptions are superficial or uncertain. Support is imprecise, unclear, and/or vaguely connected to the student's ideas and impressions. The response is unclearly or ineffectively developed.

Poor

P

The student's perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student's ideas and impressions. The response is underdeveloped and/or incoherent.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions

**Scoring Categories and
Scoring Criteria for
2011–2012
Assignment I: Visual
Reflection**

Presentation (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts 30–2*, 3.1, 3.2, 4.1, 4.2

- When marking **Presentation**, the marker should consider
- the **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen
 - the quality of **language and expression**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent

E

The student's voice is engaging and the tone is confident. Stylistic choices are precise and effective.

Proficient

PF

The student's voice is distinct and the tone is well considered. Stylistic choices are specific and frequently effective.

Satisfactory

S

The student's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate and occasionally effective

Limited

L

The student's voice is inconsistent and/or the tone is inappropriate. Stylistic choices are inappropriate, imprecise, and often ineffective.

Poor

P

The student's voice is confused and/or there is no discernible attempt to address the intended audience. Stylistic choices are ineffective and/or impede communication.

SAMPLE ASSIGNMENT II: LITERARY EXPLORATION

Suggested time: 70 to 80 minutes

In the Literary Exploration assignment, students are asked to read an excerpt from a prose text that will serve to establish a context for the assigned topic. Students are required to discuss a character (or characters) from literature studied in English Languages Arts 30–2 and are encouraged to consider their prior knowledge and/or experience.

Read the following nonfiction excerpt and complete the assignment that follows.

In this excerpt, the narrator describes his childhood recollection of the first Apollo moon landing.

from THE LAST LECTURE

Men first walked on the moon during the summer of 1969, when I was eight years old. I knew then that pretty much anything was possible. It was as if all of us, all over the world, had been given permission to dream big dreams.

I was at camp that summer, and after the lunar module landed, all of us were brought to the main farm house, where a television was set up. The astronauts were taking a long time getting organized before they could climb down the ladder and walk on the lunar surface. I understood. They had a lot of gear, a lot of details to attend to. I was patient.

But the people running the camp kept looking at their watches. It was already after eleven. Eventually, while smart decisions were being made on the moon, a dumb one was made here on Earth. It had gotten too late. All of us kids were sent back to our tents to go to sleep.

I was completely peeved at the camp directors. The thought in my head was this: “my species has gotten off of our planet and landed in a new world for the first time, and you people think bedtime matters?”

But when I got home a few weeks later, I learned that my dad had taken a photo of our TV set the second Neil Armstrong set foot on the moon. He had preserved the moment for me, knowing it could help trigger big dreams. We still have that photo in a scrapbook.

I understand the arguments about how the billions of dollars spent to put men on the moon could have been used to fight poverty and hunger on Earth. But, look, I’m a scientist who sees inspiration as the ultimate tool for doing good.

When you use money to fight poverty, it can be of great value, but too often, you’re working at the margins. When you’re putting people on the moon, you’re inspiring all of us to achieve the maximum of human potential, which is how our greatest problems will eventually be solved.

Give yourself permission to dream. Fuel your kids’ dreams, too. Once in a while, that might even mean letting them stay up past their bedtimes.

Randy Pausch

The Assignment

In this excerpt, the narrator describes the powerful and lasting influence of a childhood experience. He explains how, at the time of the first moon landing, the contrasting actions of the camp directors and of his father have shaped his own beliefs.

What is your opinion of the idea that our beliefs are influenced by the actions of others?

You **must**

- discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character
- ensure the details you select support your opinion of the idea that our beliefs are influenced by the actions of others
- present your ideas in *prose*

You **should**

- reflect upon your own knowledge and/or experience and/or the reading selection provided
- use the *Initial Planning* section on page 11 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect
- select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2
- organize your discussion so that your ideas are clearly and effectively presented

Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 10 and write your controlling idea below.

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen _____

Literary Text(s) and Author(s) _____

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.

**Scoring Categories and
Scoring Criteria for
2011–2012**

**Assignment II:
Literary Exploration
(continued)**

Because students' responses to the *Literary Exploration Assignment* vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the *Literary Exploration Assignment* on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult's "correct" answer.

Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience: Interview with Louise Rosenblatt." By Lionel Wilson. *English Quarterly* 14, no.1 (Spring, 1981): 3–12.

Thought and Support (10% of total examination mark)

Cross-Reference to the *Program of Studies for Senior High School English Language Arts* 30–2, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively

- the **student's ideas** reflect an understanding of the **topic**
- the **literary example** relates to the student's ideas
- the **support** explains and/or clarifies the response

Consider ideas presented in the Personal Reflection on Choice of Character(s) from Literary Text(s).

Excellent

E

An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.

Proficient

PF

A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.

Satisfactory

S

A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.

Limited

L

An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas. Support is overgeneralized, inconsistent, and/or marginally relevant.

Poor

P

A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- the marker can discern no evidence of an attempt to address the topic **OR**
- the writing is so deficient in length that it is not possible to assess Thought and Support

**Scoring Categories and
Scoring Criteria for
2011–2012
Assignment II:
Literary Exploration
(continued)**

Form and Structure (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts 30–2, 2.2, 3.1, 4.1, 4.2*

When marking **Form and Structure**, the marker should consider how effectively the **student's** organizational choices result in

- the development and maintenance of a **controlling idea** or **unifying effect**
- the creation of a **coherent, shaped, and concluded** discussion in response to the assignment

Excellent

E

A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.

Proficient

PF

A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.

Satisfactory

S

A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.

Limited

L

A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.

Poor

P

A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.

**Scoring Categories and
Scoring Criteria for
2011–2012**

**Assignment II:
Literary Exploration
(continued)**

Matters of Choice (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts 30–2, 4.2*

When marking **Matters of Choice**, the marker should consider how effectively the **student's** choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of **voice**

Excellent

E

Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.

Proficient

PF

Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.

Satisfactory

S

Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.

Limited

L

Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.

Poor

P

Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.

**Scoring Categories and
Scoring Criteria for
2011–2012**

**Assignment II:
Literary Exploration**

Matters of Correctness (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School
English Language Arts 30–2, 4.2*

When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response.

Excellent

E

This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.

Proficient

PF

This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.

Satisfactory

S

This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.

Limited

L

This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.

Poor

P

This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

SAMPLE ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT

Suggested time: 40 to 50 minutes

The Persuasive Writing in Context assignment asks students to develop a persuasive argument based on a hypothetical real-world situation. Source material in the form of information and opinions relevant to the situation are provided. Students may use this material selectively as support in the crafting of their response. The audience and purpose will vary with each assignment, as will the role of the student-writer of the speech or letter.

Read the situation described below and use it to complete the assignment that follows.

The Situation

In response to an increase in community vandalism, one of the councilors for the town of Prosper has developed a proposal for a curfew bylaw for individuals under the age of 18. Supporters of the proposal are concerned about the behaviour of some Prosper youth. Opponents of the proposal believe that a curfew will infringe on individual rights.

In deciding whether to accept the proposal, the Prosper Town Council has invited concerned individuals to make their views known. You are Avery Davidson, a Grade 12 student at Prosper High School. You have considered information and opinions from a variety of sources (see pages 22 and 23). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper Town Council either to ACCEPT or REJECT the proposal to have a curfew for youth under 18 years of age.

In preparing your persuasive speech or letter, BE SURE TO

- study the information on the following pages
- consider your purpose and audience
- present a clear argument that explains the reasons behind your decision
- use an appropriate tone

Remember that you must clearly and directly choose either to **accept** or to **reject** the proposal.

BYLAW 69-2012

A BYLAW OF THE TOWN OF PROSPER, IN THE PROVINCE OF ALBERTA, FOR THE PURPOSE OF IMPOSING CURFEW REGULATIONS

WHEREAS the town council may pass bylaws for municipal purposes including the safety, health and welfare of people and the protection of people and property open to the public.

AND WHEREAS some young people within Prosper are on the streets and in public places late at night unsupervised by adults and this may present a danger to the health, safety and welfare of such young people.

NOW THEREFORE the Prosper town council duly assembled

Highlights of Bylaw 69-2012

- curfew period = 10:00 pm - 6:00 am
(For minors under 18 years, unless accompanied by parent or guardian)
- public place - includes streets, highways, parks, common areas of schools, health care facilities, apartments, offices, buildings, the movie theatre, retail outlets and transportation facilities.
- enforcement of the bylaw - sole discretion of the peace officer(s) who may
 - Advise the minor to go directly home
 - Escort the minor home
 - Phone the minor's parent or guardian and arrange for minor to be picked up
 - Fine parents or guardians of minors breaking the curfew \$100 for a first offence, \$300 for a third offence and higher fines for subsequent offences

...erage.
In some countries
history, what news media and the public
has considered "newsworthy" has met dif-
ferent definitions. For example, mid-twen-
More recently, the
mains on political a-
ever, the news medi

Academic Journal

Recent research demonstrates that young people benefit from having structure, routine and consistent expectations imposed on them. "Although previous studies have viewed these structures as having a negative impact, it appears that the opposite is true," says Dr. Stephanie Chan, behavioural scientist at Western University. "In fact, individuals who have grown up with routines and expectations are far happier and successful than those who have not."

The studies show that schedules and routines have a positive influence on young people's emotional, cognitive and social development. Consistent expectations help young people gain stability and security in their lives. In addition, routines help young people to understand societal expectations and reduce the frequency of behaviour problems that may manifest themselves in destructive actions including vandalism and public mischief. Beneficial structures identified by researchers include regular bed and meal times, regular study and leisure time, curfews, and the rules governing organizations such as schools and sports teams.

Area covered in mysterious disaster

Prosper Community News

October 10, 2011

Residents outraged by night of destruction

Last night's frenzy of destruction has locals steaming over increasing acts of public mischief in town. Groups of youth roamed through the town's business district and newest residential area following the Prosper Pirate's football team's latest victory of the season. Windows were broken, houses and fences were spray painted, and street signs were stolen. "This is the third time in as many months that the police have had to respond to incidents involving groups of young people out late at night," says Police Chief Matt Enquist.

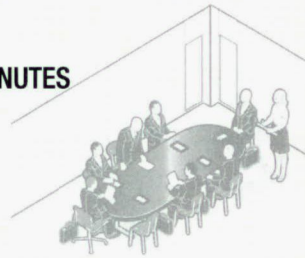
Meeting Minutes

Agenda Items

6.0 BUSINESS ARISING FROM MINUTES

20 minutes

Guest speaker Constable Paul MacDonald proposed a new initiative to reward law abiding behaviour in order to create more positive interactions between youth and the police. Issues related to recent acts of graffiti and vandalism were also discussed.

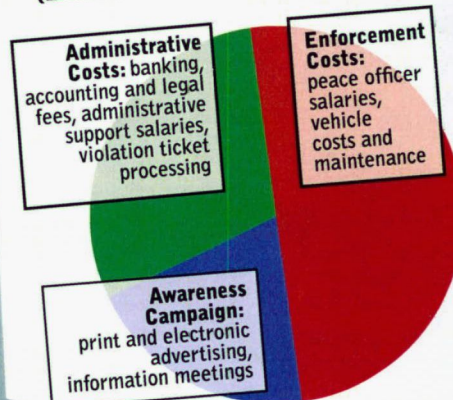


Key questions arising from discussion:

- How can law enforcement officers encourage citizens to take an active role in reporting criminal acts or suspicious behavior in the community?
- What are the reasons why young people are out wandering the streets late at night?
- How can we better promote a sense of responsibility in our community's parents for the safety, health and welfare of our community's youth?
- How can we get positive youth role models involved in law enforcement or community based initiatives directed at addressing vandalism and crime?



Curfew Bylaw Operational Costs (Estimated Annual Budget: \$200 000.00)



September 16, 2011

Prosper Community News

Prosper rec centre opening delayed – again

Town council discussions on the proposed implementation of a curfew bylaw have resulted in all current budget expenditures being frozen until priorities are determined.

"We're obviously very disappointed," said a spokesman. "The community has been awaiting the opening of this facility for over a year and its delay has an impact not only on Prosper but on neighbouring communities like Rolling Hills.

The Town of Prosper



Name:
Password:

THE TOWN OF
PROSPER

What is your opinion on the proposed curfew bylaw?

Erika Fiedler



Kids @ school R always bragging about spray painting park benches & breaking windows i'll bet they'd learn 2 value R community more if their freedom was gone

Frank Obote



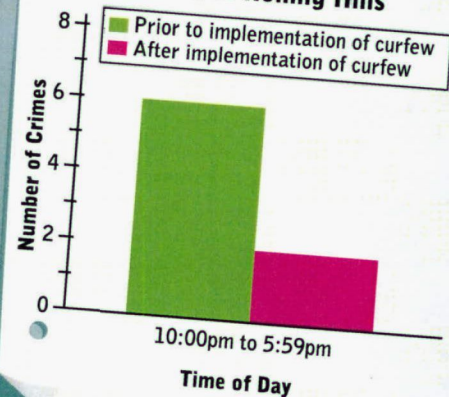
If I were a youth, I'd feel insulted. People of any age who commit crimes at any time of day are the problem.

Amelia Shaw



I think that the larger issue of individual rights is being ignored. I thought I lived in a town that valued democratic freedom.

Crimes in the Town of Rolling Hills



**Scoring Categories
and Scoring Criteria
for 2011–2012
Assignment III:
Persuasive Writing in
Context**

Thought and Support (10% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High School English
Language Arts 30–2*, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2

- When marking **Thought and Support**, the marker should consider
- how effectively the student has addressed the **significance** and **complexity** of the issue
 - the **persuasiveness** and **consistency** of the argument(s) presented
 - how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student's arguments
 - awareness of **audience** and effectiveness of **voice**

Excellent

E

A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.

Proficient

PF

A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.

Satisfactory

S

A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general and may be occasionally lacking in persuasiveness and consistency. The voice is clear.

Limited

L

A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student's arguments are oversimplified and/or inconsistent. Support is unclear, contradictory, inappropriate, or merely a repetition of what is provided in the examination. The voice is uncertain or unclear.

Poor

P

An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate.

Insufficient

INS

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

- The marker can discern no evidence of an attempt to fulfill the assignment **OR**
- The writing is so deficient in length that it is not possible to assess Thought and Support

**Scoring Categories and
Scoring Criteria for
2011–2012**

**Assignment III:
Persuasive Writing in
Context (continued)**

Writing Skills (5% of total examination mark)
Cross-Reference to the *Program of Studies for Senior High
School English Language Arts 30–2, 4.2*

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- **syntax**
- **diction**
- **grammar**
- **mechanics**

Consider the proportion of error in terms of the complexity and length of the response.

Excellent

E

The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.

Proficient

PF

The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.

Satisfactory

S

The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.

Limited

L

The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.

Poor

P

The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.

Part B: Reading

Description

Part B: Reading is worth 50% of the total diploma examination mark and consists of 70 machine-scored questions based on short texts and excerpts from extended texts.

Part B: Reading is an assessment of students' ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers' choices; and appreciation of human experience and values reflected in literature will be assessed at the level of challenge appropriate for graduating English Language Arts 30–2 students.

Reading

Texts *will* include:

- Modern drama—may include television or radio scripts or screenplays
- Poetry—may include song
- Nonfiction and response to nonfiction
- Fiction and nonfiction readings representing a broad selection of literary texts, which includes persuasive, personal, expository, biographical and autobiographical essays, and visual texts

Reading selections will reflect the minimum one-third Canadian texts requirement in the *Program of Studies for Senior High School Language Arts* and will also reflect a variety of cultural perspectives.

Often, at least one reading will be **linked** to one or more, usually different, types of text.

One set of questions is based on a draft composition written by a hypothetical student. The passage that precedes the student's composition inspires the student's writing topic. The questions require the English Language Arts 30–2 student to make decisions about revisions and corrections to the draft relative to topic, purpose, audience, and presentation.

Questions

The questions on *Part B: Reading* progress through each selection in a manner intended to assist students with their reading. For this reason, and with the inclusion of linked readings and items, students should read the passages and answer the questions in the order in which they appear in the booklets.

Visual texts may be presented within a text to enhance the students' reading or may be presented independently as a reading selection with questions. Students will be asked to identify how elements of a photographic composition, photograph, cartoon, poster, advertisement, or work of art convey meaning, relate to the purpose of the text, or contribute to the total effect of the text.

Linked Passages and Questions

Each examination typically contains one linked passage set. A linked passage set consists of two or more texts, one of which may be a visual text. The texts within the set are thematically linked and the connection between the texts creates a specific reading context. Each text is accompanied by its own set of questions.

Following the questions on the final text in the set are several questions that require students to consider one or more of the texts in relation to the others. These questions may ask students to identify the significance of a quotation from one text in the context of another or to identify similarities or contrasts between the texts.

Sample Readings

The January 2004 *Part B: Reading* examination was released for teachers to use in preparing their students for the *Part B: Reading* examination.

Copies are available through:

Learning Resources Centre
12360–142 Street NW
Edmonton AB T5L 4X9
Phone: (780) 427-2767

Blueprint

Part B: Reading is designed to reflect the *Program of Studies for Senior High School English Language Arts*. The blueprint for Part B is on the following page.

English Language Arts 30–2 Diploma Examination Part B: Reading BluePrint

<i>Reporting Category*</i>	A. Form Literal Understandings	B. Infer, Apply, and Analyze	C. Assess and Form Generalizations	Total Items***
1. Construct meaning from content and context, and engage contextual knowledge (2.1)**				30–40 items
2. Relate textual forms, elements, and techniques to content, purpose, and effect (2.2, 2.3.3)				20–25 items
3. Connect self, culture, and milieu to text and text creators (2.3.1, 2.3.2)				10–15 items
Total Items	15–25 items	30–40 items	10–20 items	70 items (50%)

* Texts used to assess learner outcomes are chosen for their literary merit and represent the reading standard expected of English Language Arts 30–2 graduates. Text selections will reflect the minimum one-third Canadian texts requirement in the *Program of Studies for Senior High School English Language Arts*. **Text types** include excerpts from **extended texts**—novel, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays), and **shorter texts**—poetry (may include song), short story, visual texts (including photographs, advertisements, cartoons, posters, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, technical writing). Some questions may be **linked** to more than one reading selection; that is, the questions will ask students to consider two or more readings connected by context and/or theme.

** Numbers in parentheses refer to headings and subheadings from the *Program of Studies for Senior High School English Language Arts* to which the reporting categories are cross-referenced.

*** Numbers of items and percentages are approximate and will vary depending on the readings chosen. Part B is worth 50% of the total English Language Arts 30–2 Diploma Examination mark.

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